

PART I

It is rare for a man to give his name to the English language, but it does happen. One example is Samuel A. Maverick. **Maverick was a politician** in Texas and became both well known and rich. Although Maverick was not a rancher, **he was once given four cows as payment for a debt.** Since he was busy with other things, he let the cows graze in open fields. Over a period of years Maverick's tiny herd multiplied. **But, unlike the ranchers whose cows grazed in the same fields, Maverick never bothered to mark his cows to show that they belonged to him.** Since an the other cows had their owner's mark, the ranchers began to call a cow without a mark a 'maverick.' **In time the word took on a wider meaning. A person, especially a politician, who acted differently from the rest of the members of his party or group came to be called a 'maverick.'**

1. Who was Samuel A. Maverick?
 - a. A Texas rancher.
 - b. A Texas politician.
 - c. A cattle thief.
 - d. A Texas banker.

2. Why is Maverick remembered?
 - a. He was the first to put his mark on his cattle.
 - b. He put his mark on other people's cattle.
 - c. He used many different marks to confuse people.
 - d. He didn't put any mark on his cattle.

3. How did Maverick get his first cows?
 - a. He stole them.
 - b. They were a present to him.
 - c. He got them as payment for a debt.
 - d. He bought them from several different people.

4. Why did the cows need to have their owner's mark?
 - a. In case they were stolen.
 - b. In case they wandered away from their owner's ranch.
 - c. To identify them when they were taken to market.
 - d. Because they all grazed together in the same fields.

5. What is the wider meaning of "maverick" that is mentioned?
 - a. An independent person.
 - b. A person who blindly follows the group.
 - c. A tricky person.
 - d. A person who uses his wealth unfairly.

6. What is the point of this story?
 - a. To tell about the life of Samuel A. Maverick.
 - b. To show the connection between language and politics.
 - c. To give the history of an English word.
 - d. To argue that a life of crime never pays.

PART II

Question Number 7.

What is the endowment per student at Pomona College?

- a. 232, 675, 000
- b. 1, 350
- c. 172, 352
- d. 15, 620

Question Number 8.

How many schools have an endowment of more than 200 million?

- a. Five
- b. Four
- c. Three
- d. Two

Question Number 9.

How are the colleges listed?

- a. By the size of endowments.
- b. By the number of students.
- c. By the size of endowment per student.
- d. By total student expenses per year.

Question Number 10.

In what way are Oberlin College and Haverford College similar?

- a. In the size of their endowments.
- b. In the number of students.
- c. In the size of their endowment per student.
- d. In the total student expenses per year.

Question Number 11.

In terms of the number of students, how does Reed College compare to Hope College?

- a. It has about half as many.
- b. It has about the same number.
- c. It has about one and a half times as many.
- d. It has about twice as many.

PART III

In my third year in college, I had **two roommates** and in the first term we were all **taking the same course**. And since that course required a lot of reading and we were expected to remember all that we had read for the test, we decided that **we would work together to prepare for the test**. However, I soon began to get worried. **As for me, I was spending lots of time in the library reading the books the teacher had told us we must read, but my roommates weren't**. One of them would come to the library just to meet his girlfriend. The other one I never saw in the library. That was because he was so busy working on the student newspaper that he never seemed to have time to do the reading. When I asked him how his reading was going he would tell me that he thought that **the best way to study was to wait until just before the test and then prepare**. Then, when I suggested to my other roommate that he was spending too much time with his girlfriend and not enough on his studies, he just laughed and said that he was keeping up with the reading assignments. I continued to go to the library regularly and read each assignment as soon as it was given. **Three days before the test I began to review the notes I had taken**. That work took me a long time because I had filled up two notebooks. But I felt I was ready when my roommates and I got together the night before the test for our last minute preparation.

We had decided that we would each try to imagine what questions the teacher would ask and try them out on each other. And though I had a list of nearly 50 questions, my roommates didn't have half that many. This merely convinced me that they really hadn't studied. However, as I asked them the questions that I had thought up, I found that they could answer every one of them but **I couldn't answer many of their questions**. The roommate who had waited until the last minute to study had read the books so recently that he could remember almost everything in them.

The other roommate, the one who spent most of the time with his girlfriend, surprised me even more. He came to our practice session with no notes at all. Yet he could answer the questions by quoting word for word from the assigned books. When we asked him where he had found that information, he could not only tell us the page number, but could actually tell us what the page looked like as well. **He had what is called a photographic memory**. That is, he carried in his head a picture of each page he read.

I felt disappointed when the test papers were returned because **both of my roommates did better than I did**. But then, I felt better the following week. To the surprise of the whole class, **the teacher decided to have us discuss some of the ideas that had been presented**. He began the discussion by asking my roommate -the one with the photographic memory - to present the views of one of the authors we had read. I guess he called on him because he had gotten the best score on the test.

But my roommate couldn't answer. He couldn't remember anything he had read, and **instead, I had to give the information the teacher wanted**. Later in the discussion my other roommate was asked if the information given by another student was correct, but he couldn't answer either. **Both of them had remembered the information only long enough to write the necessary answers for the test and then they both promptly forgot it all. I learned from this experience that the education of a ' C ' student like me may last longer than that of some students who get 'A's and 'B 's**.

Summary

The speaker tells of his experience in college of studying together with his (12). Since they were all (13), they decided to help one another by (14). But the speaker began to get worried because the others (15). All during the term the speaker had studied (16), but the others were different. One said that he could study best (17) and the other had (18). But both of them (19). Three days before the test, the speaker began to (20). When he met with the other two the night before the test, he was unable to (21). On the test, the speaker did (22), but during the next week when the teacher (23), the speaker did (24). This happened because, as soon as the test was over, the other two (25).

The speaker, who describes himself as a C student, claims that what he learned from this experience was that (26).

12.

- a. girlfriend and her roommate
- b. roommate and his girlfriend
- c. two neighbors
- d. two roommates

14.

- a. taking turns attending class
- b. taking turns doing the reading
- c. meeting after each class to get ready for the test
- d. reviewing together for the test

16.

- a. diligently
- b. very little
- c. in a strange way
- d. the wrong things

18.

- a. a clever way of cheating
- b. a memory like a camera
- c. no interest in passing the test
- d. a clever way of taking notes

20.

- a. get very worried
- b. review his notes
- c. read all the books
- d. ignore his friends

13.

- a. trying to get good jobs
- b. from the same hometown
- c. rather poor students
- d. taking the same course

15.

- a. rarely went to class
- b. seemed smarter than him
- c. didn't seem to be doing the reading
- d. only talked about silly things

17.

- a. at home
- b. in the library
- c. with his girlfriend
- d. at the last minute

19.

- a. read all the assignments
- b. read everything twice
- c. filled two notebooks with notes
- d. could finish only half of the reading

21.

- a. answer many of their questions
- b. get them to help him
- c. help the others understand
- d. explain what he didn't understand

22.

- a. better than the others
- b. the same as the others
- c. worse than the others
- d. better than one and worse than the other

24.

- a. better than the others
- b. the same as the others
- c. worse than the others
- d. better than one and worse than the other

26.

- a. hard work isn't always rewarded
- b. lazy students get the grade they deserve
- c. luck is more important than brains
- d. careful study helps you remember things longer

23.

- a. gave them their final grades
- b. asked them questions in class
- c. asked them to write a report
- d. gave them a chance to take the test again

25.

- a. stopped studying
- b. began studying very hard
- c. got the correct answers from the speaker
- d. forgot what they had read